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Research Article

Using Student-Made Video Assignments in Teaching Speaking at CTUT

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A B S T R A C T

The Covid-19 pandemic impacted considerably on teaching and learning at Can Tho University of Technology (CTUT). For the school's academic goals, applying technology for effective online courses were highly encouraged. This paper explored the effects of student-made video assignments on freshmen's speaking performance. The study was designed as an experimental study conducted on 67 English-majored freshmen at CTUT. The ten-week treatment followed three stages in which participants obtained instructions and rubrics for the assignments, implemented the tasks under the instructors' support, and delivered their performance for peer and teacher feedback. Data were gathered from pre- and post-tests on speaking performance and the open-ended questionnaire. The results demonstrated that after the implementation of video assignments, (1) the freshmen's speaking performance was somewhat improved, (2) participants showed positive attitudes towards the benefits of the assignments whereas they revealed the challenges faced during the tasks, (3) there was no correlation between the learners' speaking performance and their attitude towards the treatment. The findings offered relevant implications for applying student-made video tasks on teaching and learning speaking skill.

INTRODUCTION

The application of the student-made video assignments at Can Tho University of Technology (CTUT) was derived from the philosophy of learning by doing and task-based language teaching. Through doing tasks, communicative engagement which equips learners with the essential and sufficient condition for the acquisition of a second language, is promoted (Nunan, 2014). Additionally, learner-produced video task approach has gained popularity in teaching and learning, notably in language teaching (Adelia, 2016; Pornpun, 2018; Campbell & Cox, 2018; Maria & Ratu, 2018; Samantha, 2019; Pham & Nguyen, 2019).

The technology utilization in the classroom has been highly encouraged by CTUT, one of the newly-established universities in the Mekong Delta, Vietnam. During the time of the Covid-19 pandemic, the courses at CTUT primarily took place online and various teaching approaches have been proposed for effective online courses at CTUT. The student-made video assignment was adopted for the speaking class of English-majored freshmen for maximizing the opportunities of experiential learning.

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The study targeted at examining the effects of using student-made video assignments on CTUT freshmen's speaking performance. Moreover, to gain better insights into learners' attitudes towards the treatment, an open-ended questionnaire was conducted after the intervention. The research also investigated the correlation between the participants' speaking performance and their attitudes on the video assignments. The study was conducted to answer the following questions:

1. Does using student-made video assignments enhance freshmen's speaking performance?
2. What are the freshmen's attitudes towards student-made video assignments in their speaking class?
3. Is there any correlation between the freshmen's speaking performance and their attitudes towards the student-made video assignments?

It was hypothesized that the English-majored freshmen's speaking performance could be enhanced after the course; their attitudes towards student-made video assignments would be positive; and there could be a connection between the participants' speaking performance and their attitudes towards the video assignments.

Learning through doing, associated with task-based language teaching, as mentioned by Nunan (2014), helps bridge the gap between the learners' prior knowledge and what they have to learn. In the research on this notion of learning, the objective of experiential learning was stated by Kohonen (1992),

> The goal is to enable the learner to become increasingly self-directed and responsible for his or her own learning. This process means a gradual shift of the initiative to the learner, encouraging him or her to bring in personal contributions and experiences.

As an integral part in language education, video technology has been integrated in task-based language learning (Michael, 2010). Video creation task is significant for learners since this task can support them with key knowledge and skills, challenging task, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and public product (Nathan, 2018).

Learners are supposed to have great satisfaction about what they have experienced and accomplished when completing a video-based task rather than a writing task. Video assignments are profitable for teaching and learning in various ways comprising of being effective learning tools; fostering innovative learning; boosting learners' critical thinking; engaging learners to practice and demonstrate their comprehension of the course; encouraging learners' creativity and individuality; promoting peer learning; getting the concerns about plagiarism basically eliminated. (Samantha, 2019; Saniya, 2020).

Nevertheless, learners are stated to encounter a number of challenges during the process of creating videos consisting of being a time-consuming task, inadequate technological devices, and insufficient knowledge in editing videos (Levin, 2010; Adrian, 2018). Moreover, the implementation of the video projects could be restricted by learners' technology skills when they utilize unfamiliar gadgets, limitation of internet accessibility and learners' language proficiency (Ismail, 2019).

The study on video-project assignments in education has been implemented by previous researchers on various aspects including examining the approach's effects on EFL learners, investigating video project's impact on speaking performance, discovering learners' perceptions towards video-project assignments and exploring the video project's role in promoting active learning, examining the relationship between the learners' perception on the video tasks with their grades, etc. Adelia (2016) revealed that learner-created video projects promoted learners' activeness in comparison with the traditional lecture classroom. Learners were rewarded with a greater self-fulfillment of the course, subject content, instructors, and classmates. They could progress in their English performance during the implementation of the video production project. The task was also perceived as learners' positive learning experiences in developing their 21st century skills crucial for career life comprising self-directed or independent learning, knowledge creation, collaboration, and digital literacy. According to Pornpun (2018), Thai engineering students showed high to very high positive perceptions towards English language improvement, teamwork, learning experiences and challenges after they implemented the video projects. Moreover, it was stated that through creating digital videos, the graduate students in education revealed they gained authentic and personalized learning experience from which their personal preference and peer collaboration are promoted (Campbell & Cox, 2018). In a study on video projects created by engineering participants, Maria & Ratu (2018) reported learner-made video assignments impacted greatly on the learners' speaking performance, most notably their fluency and communication. In addition, the study by Pham & Nguyen (2019) indicated that the peer-video recording had significant influence on learners' fluency, grammar, pronunciation and interactive communication; Likewise, learners expressed their positive attitudes towards the peer video task-based approach. Furthermore, Dr Claudia stated that video assignments were valuable for students, most notably for the freshmen whose sense of community and positive learning experience were constructed after generating video projects (Samantha, 2019). Last but not least, regarding correlation aspect, no close relationship

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could be found between the learners' attitudes towards the video creation tasks and their grades (Pornpun, 2018).

METHOD

Research Design

This experimental research was implemented on the ten-week speaking course of English-majored freshmen at CTUT. Participants were asked to produce two videos, one as an individual task and the other as a teamwork's assignment, on the topics they learned in the course. The video creation tasks followed the three-step process: the input including instructions and rubrics for the assignments; the implementation in which learners carried out the tasks under the teachers' support; the output in which learners demonstrated their products for peer and teacher feedback. The experimental course was primarily handled in English while Vietnamese explanations were applied only when freshmen were confused.

Participants

Sixty-seven first-year English-majored students at CTUT participated in this study. The participants were from different socioeconomic backgrounds, and ranged in age from 18 to 20 years old. A high percentage of participants, approximately 75 percent, was female freshmen. Their general language ability was reported to be approximately similar, based on the university's admission requirements.

Research Instruments

Two speaking tests (a pre-test and a post-test) and an open-ended questionnaire were examined to collect quantitative and qualitative data for the research. The pre-test, a two-minute video assignment, was conducted at the beginning of the study to measure the learners' speaking performance. The post-test, with the same format as the pre-test, which was given after the ten-week intervention program, targeted at examining the improvement in the learners' speaking performance. The learners' pre- and post-tests were graded on the same marking scale, adapted from the oral assessment criteria of Cambridge ESOL's Main Suite exams and the rubrics in the textbook Pathways Foundations: Listening, Speaking, and Critical Thinking by Cynthia & Kathy (2018). The components of the marking scale comprised range, accuracy, fluency, presentation skills, video quality and creativity.

Additionally, an open-ended questionnaire, adapted from Aynur & Fatma (2014), Pornpun (2018), Ng (2013), and Riski (2016) was used to examine learners' attitudes towards the video assignments. In the initial part of the questionnaire, the background information of the learners was explored consisting of age, gender, and whether they have done an English video assignment task before. The primary content of the survey was grouped into four main categories, which was designed as a five-point Likert scale for the twenty-four primary questions and an extra open-ended question for each section. The first part, the challenges students faced in the preparation phase, comprised six items whereas the next section included four questions on the difficulties in the implementation phase. The third part, with seven items, was about the benefits of the video creation on the learners' knowledge and skills, and the final section, consisting of seven items, was on the profit of the video tasks on the language learning process.

Piloting

The questionnaire was piloted on eight randomly chosen English-majored freshmen to see if any modifications should be made. After piloting, some adjustment was made on the format while there were no significant changes on the content of the survey.

Materials

The course-book Pathways Foundations: Listening, Speaking, and Critical Thinking by Cynthia & Kathy (2018) was used in the intervention. The book included eight basic topics for speaking such as teenagers, jobs, destinations, technology, risks, taking actions, personal history, and breakthroughs. Moreover, eight relevant videos in the eight units were well-designed to promote learners' practice for listening and speaking skills. Presentation strategies and speaking rubrics were also well demonstrated in the textbook.

Data Analysis Procedures

The learners' speaking pre- and post-tests were graded to examine the learners' speaking performance before and after the intervention program. First, the pre- and post-video assignments were shared for peer and teacher feedback using google drive and google form platforms. Next, these assignments were graded basing on the marking scale and the consideration of publicized feedback. To ensure the reliability of the tests, the grades were announced to learners in the following step. The grades were then analyzed by a paired - samples T test with the SPSS program to measure whether there were any significant changes after the course.

In the next step, Cronbach's alpha reliability of the questionnaire was conducted, and then descriptive statistics tests were carried out to examine freshmen's attitudes towards video assignments. Then, the analysis of open-ended data in the questionnaire was considered for insightful understanding of learners' challenges and benefits through the tasks. Moreover, Independent sample tests were analyzed to identify the differences in the attitude towards video assignment between males and females, freshmen did the video tasks the first time versus the ones who did the tasks before.

Finally, a correlation test with SPSS support was conducted to check for the interaction between the learners' speaking performance in the post-test and their attitudes toward the video creation assignments.

RESULTS AND DISCUSSION

Results from the Pre-test and Post-test

The paired-samples T tests were analyzed to compare the participants' speaking performance in the two video tasks. Analysis of the data shows that after the video assignments in the speaking course, the post-test showed slightly greater progress than the pre-test, as illustrated in Table 1.

Table 1. ***Paired Samples Statistics***

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	7.022	67	1.3155	.1607
	Post-test	7.351	67	1.0906	.1332

The figures showed that in the post-test, the mean score (M = 7.351) was somewhat higher than that of the pre-test (M = 7.022). The participants generally had much more improvement in speaking performance. It was obvious that applying video creation tasks for teaching and learning speaking skill was beneficial.

Results from Descriptive Statistics

The survey aimed to investigate the English-majored freshmen's attitude towards video assignments. First, the reliability of the four sections in the questionnaire was analyzed, and the Cronbach's Alpha of the four sections were 0.917, 0.675, 0.842, and 0.822 respectively, which means it is good enough for the survey to be carried out. The descriptive analysis was then conducted to examine students' attitudes towards the intervention.

Freshmen's attitude towards challenges in the preparation phase.

The figures from the descriptive statistics in Table 2 showed that much time was spent on the preparation of the task. From items 1 to 6, the mean scores were all higher than 4.5, revealing that the freshmen strongly agreed with the statements. Producing a smooth video was stated to be a time-consuming process. Moreover, according to the data from the open-ended question in this section, it was stated that a couple of participants did not have enough time for the preparation stage. It was also problematic for several learners to remember the scripts, which caused them to rehearse dozens of times before the action stage. Remarkably, a learner stated that the Covid-19 pandemic affected her video assignment since it was impossible for her to collect some real photos outdoors to make her video more appealing.

Table 2 Descriptive Statistics of Freshmen's Attitudes Towards Challenges in the Preparation Phase

	Items	Mean	Std. Deviation
	Challenges in the preparation phase		
1.	I spent much time reviewing the lessons to be able to find the ideas for the script.	4.51	.805
2.	Looking up the new words for the script consumed a lot of my time.	4.57	.679
3.	I spent much time checking the pronunciation of new words to make sure I could pronounce them correctly in the video.	4.61	.650
4.	Reviewing the structures used in the script consumed a lot of my time.	4.51	.704
5.	I spent much time reviewing the speaking skills before shooting a video.	4.61	.717
6.	I rehearsed several times before shooting a video.	4.72	.623

Freshmen's attitude towards challenges in the implementation phase.

It was indicated from the survey data (Table 3) that the freshmen faced certain difficulties during the time of video shooting. The mean score of the first item (M = 3.70) revealed the learners' light acceptance of their nervousness when carrying out the video task. The mean score 3.34 of the next question disclosed the participants' hesitation in stating their challenges in technical skills. In contrast, the mean score of item 3 was quite low (1.88) which implied that there was a close collaboration between team members. Moreover, the final item data proved that the video task was a low-cost assignment, appropriate for students' life (M = 1.75). In addition, the data collected from the open-ended question in this part revealed some considerable information. It was explained that some learners felt embarrassed when exposing themselves in front of the camera. Additionally, some freshmen admitted their poor technical skills partly affected the video task which comprised soundless video, failure of editing, saving or submitting the videos. Several students stated their challenges came from their living conditions in which loud noise and light problems were obvious. Another problem emerged was poor internet connection, which frequently interrupted the group-work video shooting over the social network platform. Finally, the limitation of the gadget capacity and microphone problems partially affected the quality of the video assignments.

Table 3 Descriptive Statistics of Freshmen's Attitudes Towards Challenges in the Implementation Phase

	Items	Mean	Std. Deviation
	Challenges in the implementation phase		
1.	I felt nervous when shooting a video.	3.70	1.267
2.	I faced technical problems when shooting the video.	3.34	1.262

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3.	There were some disagreements when my group made the video.	1.88	1.162
4.	I spent much money on making a video.	1.75	1.396

Freshmen's attitude towards benefits on knowledge and skills.

As shown in Table 4, the mean score of this section was over 4.4, which reported that learners generally acknowledged the contribution of video assignments on boosting the understanding of the lectures and the language knowledge of vocabulary, structures, and pronunciation. Remarkably, the video tasks were stated to be beneficial to speaking performance (M = 4.76). Correspondingly, computing and collaborating skills were reported to be improved after completing the tasks (4.45 and 4.69 respectively). Furthermore, the open-ended data showed that learners' presentation skills, most notably non-verbal communication skills, were improved. Interestingly, dealing with collaboration skills, a couple of learners stated that the video tasks promoted their friendship.

Table 4 Descriptive Statistics of Freshmen's Attitudes Towards Benefits on Knowledge and Skills

	Items	Mean	Std. Deviation
	Benefits on knowledge and skills		
1.	Video assignments helped me have a deeper understanding of the lessons in the course.	4.61	.576
2.	Video assignments helped me to improve my English vocabulary.	4.69	.528
3.	Video assignments helped me to improve my English pronunciation.	4.79	.410
4.	Video assignments helped me to improve my English grammar.	4.46	.636
5.	Video assignments helped me to improve my language speaking performance.	4.76	.464
6.	Video assignments helped me develop my computing skills.	4.45	.822
7.	Completing the video assignments with my classmates helped me improve my collaboration skills.	4.69	.499

Freshmen's attitude towards benefits on language learning process.

It was reported from the questionnaire that being involved with video tasks, learners were motivated to speak more efficiently (M = 4.67). A student stated that he felt interested when carrying out the task since his hobby was editing images and videos. Moreover, the video assignments gave the freshmen opportunities to discover their strengths and weaknesses in speaking skill (the mean scores were 4.60 and 4.81 respectively). The video tasks also benefited the learners in the way that they improved the learners' confidence in speaking performance (M = 4.42). Some participants revealed that through the tasks, they could improve their self-deprecation since they dared to argue with their classmates about the tasks and were not frightened of receiving feedback from teacher or peers. In addition, the mean score 4.58 showed that freshmen's creativity was boosted through the tasks. During the time implementing the video assignments, the learners felt free to design their tasks so as to make them more appealing since creativity was one of the marking criteria. Another advantage was that the learner-made videos could be used for future practice (M = 4.43). Interestingly, the data from open-ended questions showed that a large number of learners considered their own and peers' videos as their listening - speaking learning materials. Last but not least, instructor and peer feedback was valuable for freshmen in enhancing their speaking skill (M = 4.88). A learner revealed that teacher feedback gave her motivation for doing upcoming speaking tasks more efficiently.

Table 5 Descriptive Statistics of Freshmen's Attitudes Towards Benefits on Language Learning Process

	Items	Mean	Std. Deviation
	Benefits on language learning process		
1.	Video assignments motivated me to be able to speak English better.	4.67	.533
2.	Video assignments helped me discover my strengths in my speaking skill.	4.60	.552
3.	Video assignments helped me recognize my weakness in my speaking skill.	4.81	.435
4.	Video assignments helped me improve my confidence in speaking performance.	4.42	.762
5.	Video assignments encouraged my creativity.	4.58	.607
6.	The video assignments I made can be used for my future practice.	4.43	.679
7.	Teacher and peer feedback helped me improve my speaking skill.	4.88	.370

Results from Independent Sample T-tests

Firstly, an independent sample T-test was conducted to examine the differences between male and female learners' attitude towards video tasks. There was no significant difference in male and female freshmen's perspective towards challenges and benefits of the video tasks. In addition, another independent sample T-test was carried out on learners who did the video task the first time versus the ones who had done the tasks before (see Appendix A). The differences were found in their attitude towards two challenges during the time they produced the videos. Specifically, they showed contrastive viewpoints on spending time reviewing the speaking skills before shooting the video (sig. = 0.006) and spending money on making a video (sig. = 0.041). The tests' results revealed that experienced learners were better at managing their time and expense for video creation tasks.

Correlation

A correlation test was implemented to check the interaction between the freshmen's speaking performance and their attitudes towards video assignments (see Appendix B). According to the correlation data, there was no interaction between the participants' speaking performance and their perspective on the video tasks (sig. > 0.05).

Discussion

Research Question 1

The analysis indicated that in the post-test, the participants slightly outperformed the pre-test. The results supported the researcher's hypothesis that using student-made video assignments could enhance freshmen's speaking performance. This outcome accorded closely with the findings from the previous researchers (Adelia, 2016; Maria & Ratu, 2018; Pham & Nguyen, 2019; Khawa, 2020) that video tasks had a positive impact on learners' speaking performance and progress could be made during the implementation of video assignments. The findings could be predictable since video assignments have been proved to be effective tasks for teaching and learning (Nathan, 2018; Samantha, 2019; Saniya, 2020). However, since the ten-week treatment took place during the time of pandemic Covid-19, the implementation of the video tasks including the pre- and post- tests were partially affected. The data from open-ended questions in the survey revealed while carrying out the video tasks, a number of freshmen suffered from unfavorable living conditions comprising noise and light problems. Additionally, several learners' video assignments were considerably affected by technical issues including learners' poor technical skills, devices with limited capacity and microphone problems. Last but not least, certain participants felt disconcerted while performing in front of the video camera, which resulted in lower-than-expected quality of the video tasks.

Research Question 2

Concerning the benefits of student-made videos, freshmen showed positive attitudes towards the significance of these assignments in terms of fostering comprehension, enhancing speaking performance, improving presentation skills, promoting technical skills, and fostering collaboration. Moreover, the tasks were perceived as a source of motivation for freshmen's speaking improvement, a great opportunity to explore their strengths and weaknesses in speaking skill, an encouragement of the learners' confidence, a stimulation of freshmen's creativity, and practical learning materials. These results supported what the earlier scholars in the field had found (Pornpun, 2018; Azkiyah & Rahayu, 2018; Maria & Ratu, 2018; Jung, 2020).

With regard to the challenges of video assignments, it was reported from the survey that freshmen had to deal with a number of difficulties when preparing for the tasks such as writing the scripts, rehearsing for the task and shooting videos. The assignments were generally perceived by the participants as time-consuming but low-cost tasks. Remarkably, learners reluctantly stated their technical problems. In addition, the freshmen's unfavorable living conditions, slow internet speed, devices with limited capacity were revealed as factors that somewhat affected the video tasks. These findings were in accordance with previous researchers (Levin, 2010; Adrian, 2018 & Ismail, 2019).

Additionally, when comparing freshmen producing video tasks the first time with those who had conducted the assignments before, the contrastive viewpoints of the two groups were reported on consuming time reviewing the speaking skills before implementing the tasks and financial issues relating to the video assignments. It could be observed from the open-ended data of the survey, participants who were novices were faced with more challenges in completing the video tasks. Compared with the experienced learners at video tasks, the novices encountered problems of managing the time and expense for video assignments.

Research Question 3

A correlation test was conducted on the freshmen's post-test score and their attitudes towards challenges and benefits in video creation assignments. The correlation data showed that no significant interaction was detected between the learners' speaking performance and their attitudes towards the video assignments (sig. > 0.05). Thus, the study's hypothesis was unsupported by the research findings. This result was in accord with the findings by

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Pornpun (2018) in which no close relationship could be explored between the participants' attitudes on the video tasks and their grades. The finding could be interpreted based on the research's data. First, it was evident from the survey that the participants expressed their positive viewpoints on video-making assignments thanks to the tasks' great contribution to boosting speaking skill, promoting technical skills, and building up collaboration. Nevertheless, the results of the post-test were somewhat higher than the pre-test due to disadvantageous reasons as analyzed earlier in research question 1. It could be explained that while participants appreciated the value of video creation tasks, a number of them could not performed as well as expected due to unfavorable conditions.

Pedagogical Implications

The research on using student-made video assignments at CTUT explored significant implications for teaching English, notably speaking skill. First and foremost, it is vital for teachers of English to design video creation tasks in speaking courses, particularly for freshmen since the video tasks could benefit the learners from the beginning. The assignments should be considered one of the appropriate choices during the time of distance learning due to the epidemic situation of Covid-19. Secondly, to exploit the effectiveness of the video assignments, there are a few points that are worth noting for the instructors. Before designing the video tasks, it is essential to investigate on learners' academic background and much attention should be paid on those learners who have not dealt with video creation before. To avoid confusion, it is advisable for teachers to give clear instructions and suitable time length for the tasks. One more crucial step is to give learners demonstration videos for the tasks which could be from the course-book, from reliable websites or from learners of previous speaking courses. In addition, it is essential to encourage learners to equip themselves with basic skills to deal with technical devices which helps reduce obstacles in the implementation phase. Finally, participants' attitudes on teacher and peer feedback were positive, thus it is significant for teachers to boost the effectiveness of feedback on the learners' video tasks.

Limitations

Due to the impacts of the Covid-19 pandemic, the study was conducted on a small sample of freshmen who were taking distance language courses. Additionally, the questionnaire was the only instrument which was used to investigate the learners' attitudes towards the intervention. Further research should be conducted on a larger population sample and various data-collection techniques for qualitative research should be used to gain better insights into the learners' attitude towards the treatment).

CONCLUSION

This paper investigated the impacts of student-made video assignments on CTUT freshmen's speaking performance, their attitudes towards the approach and the relationship between learners' performance and their perspective on the video tasks. Despite the challenges posed by the assignments, the advantages on language knowledge and skills as well as language learning process that the learners could gain from those tasks were significant. After the intervention of the video approach, though the freshmen's speaking performance was enhanced to a certain extent, they showed positive attitudes towards the video tasks. However, no relationship was found between learners' speaking performance and their perspective on the video creation assignments. From the tasks, supportive academic implications on designing video assignments and exploiting the effectiveness of the video creation tasks were proposed for more effective language teaching and learning.

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